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ABSTRACT

This book includes an annotated bibliography of approximately 150 journal articles, manuscripts, books, and audiovisual materials, as well as a listing of some of the parent training groups which have developed workshops and other resources for parent training on the topic of supported employment for persons with disabilities. In addition to bibliographic data, a short summary of the material's potential applicability and information on how to obtain copies are included. Parent training resources include parent perspective resources, parent training models, national and state projects for parent training, audiovisual aids, and trainer resources. Resources more specific to supported employment cover supported employment resources for persons with developmental disabilities, chronic mental illness, and traumatic brain injury, as well as social security and work incentive programs. Other groupings include resources on secondary transitions and personal futures planning. (PB)

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Compiled by the

Supported Employment Parent Training Technical Assistance SEPT/TA Project

PACER Center
August, 1989

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PREPARED BY THE SUPPORTED EMPLOYMENT PARENT TRAINING TECHNICAL ASSISTANCE (SEPT/TA) PROJECT

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The Supported Employment Parent Training Technical Assistance (SEPT/TA) Project is a national project of PACER Center. SEPT/TA is funded by the U.S. Office of Special Education and Rehabilitative Services (OSERS), through a subcontract of the Technical Assistance to Parent Programs (TAPP) Project. The views expressed in this publication do not necessarily reflect the opinions of OSERS.

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PACER Center, 4826 Chicago Avenue South, Minneapolis, MN 55417-1055; (612) 827-2966 Voice/TDD

The Supported Employment Parent Training Technical Assistance (SEPT/TA) Project is a national project of PACER Center and is funded by the U.S. Office of Special Education and Rehabilitative Services. SEPT/TA offers technical assistance to parent training organizations and state supported employment projects to develop their capacity to train more parents about supported employment. SEPT/TA facilitates the national exchange of information to promote parent training about supported employment.

A Reference Manual for Parent Training About Supported Employment is comprised of an annotated bibliography of journal articles, manuscripts, books, audiovisual materials, and a listing of some of the parent training groups which have developed workshops and resources for parent training about supported employment. Due to frequent changes, specific prices for materials are not listed. Please contact the individual programs for information regarding the cost of certain items. There is a list in the Appendix of journals cited in this manual. The purpose of this manual is to provide information on some of the more current resources available for developing and/or implementing parent training about supported employment in your state. Parent involvement is essential for the overall success of supported employment projects.

TABLE OF CONTENTS

Page

Resources for Parent Training

Parent Perspective Resources 3

Parent Training Models 9

National and State Projects for Parent Training Information 13

Audiovisual Aids 19

Resources for Trainers 25

Resources on Supported Employment

General Information on Supported Employment for Persons with Developmental Disabilities 29

General Information on Supported Employment for Persons with Chronic Mental Illness 39

General Information on Supported Employment for Persons with Traumatic Brain Injury 43

Social Security and Work Incentives 45

Additional Bibliographies 47

Resources on Transition

General Information on Transition from School to Work 53

Resources on Futures Planning

General Information on Personal Futures Planning 59

Appendix

Parent Training Resource List 63

Directory of Journals 79

Bibliographic Information Form 81

RESOURCES FOR PARENT TRAINING

PARENT PERSPECTIVE RESOURCES

PARENT TRAINING MODELS

NATIONAL AND STATE PROJECTS FOR PARENT TRAINING INFORMATION

AUDIOVISUAL AIDS

RESOURCES FOR TRAINERS

PARENT PERSPECTIVE RESOURCES

* Beckett, C. and Fluke, D. (1988, January, February) Supported Employment Parental Involvement. The Exceptional Parent, 20-26.

  For parents to be effective advocates for their children, they must understand how supported employment works and be able to voice their concerns. This article discusses the development of the Parent Educational Advocacy Training Center (PEATC) model on training parents about supported employment.

* Hill, J.W., Seyfarth, J., Banks, D.P., Wehman, P. and Orelove, F. (1987) Parent Attitudes About Working Conditions of Their Adult Mentally Retarded Sons and Daughters. Exceptional Children, 54 (1), 9-23.

  Survey conducted of 660 parents/guardians of young adults with disabilities (mild to severe) to assess parent/guardian attitudes on employment opportunities. Article stresses need for development of parent/professional partnerships toward improving vocational services for persons with disabilities.

* Hubbard, T.S. (1987) What Advocates and Service Providers Should Know About the Effects of Employment on Social Security Disability Insurance and Supplemental Security Income. Eugene, OR: University of Oregon.

  Overview of system including definitions, discussions of benefits and tips on applying for benefits.

  Copies obtained from:

  Specialized Training Program
  University of Oregon
  College of Education
  Eugene, OR 97403-1211
  (503) 686-5311

* James-Manus, T. (1989) Coming of Age: A Parent's Guide to Supported Employment and Transition from School to Work. Raleigh, NC: Employment Opportunities, Inc.

  Parent handbook on supported employment and transition. Roles of parents in transition from school to work and in supported employment are discussed. Information is also provided on guardianship, estate planning, government benefits and community resources available in North Carolina.

  For copies:

  Toni James-Manus
  Employment Opportunities, Inc.
  3509 Haworth Drive, Suite 402
  Raleigh, NC 27609
  (919) 782-8346

* Lane, S.B. (1987, February) From Workshop to Workshop. The Hartford Advocate.

Two employers from Massachusetts tell about their success with hiring persons who have developmental disabilities in competitive work situations.

* Legal Advocacy for Persons With Developmental Disabilities. (1988) Toward an Improved Quality of Life: A Guide for Parents, Family Members and Advocates. Minneapolis, MN: Author.

Manual written to correspond to six 3-hour training sessions. Information included enables a parent to carefully review their son's or daughter's residential, work or day program.

Copies obtained from:

Legal Advocacy for Persons with Developmental Disabilities
222 Grain Exchange Building
323 Fourth Ave. S.
Minneapolis, MN 55415
(612) 338-0968

* Liebert, D.E., Lipski, D.K., Horowitz, M. (1987) Identification of Parent Needs for Transition Planning. Study funded in part by a grant from the National Institute of Disability and Rehabilitation Research. Albertson, NY: Employment Research Training Center.

This survey examines the type of information parents of students with disabilities require to be active participants in the transition planning process from school to work.

Copies obtained from:

Diane Liebert
Employment Research Training Center
Human Resources Center
Albertson, NY 11507
(516) 747-5400

* Moon, S. and Beale, A. (1984, December) Vocational Training - Employment Guidelines for Parents. The Exceptional Parent, 35-38.

This article gives parents some helpful advice and steps they can take to insure their son's and daughter's vocational training and job placement. Gives time guidelines and suggestions about skills parents can incorporate for vocational training at the elementary school, middle school and high school levels.

* National Information Center for Children and Youth with Handicaps. (1987) Transition - The Role of Parent, Students and Professionals. Transition Summary (4).

Article discusses ways that adolescents with disabilities, their families and professionals can achieve independence at work and in the community. Lists other resources for information, referral and self-advocacy in working toward the achievement of independence goals.

Copies obtained from:

National Information Center for Children
and Youth with Handicaps (NICHCY)
Box 1492
Washington, DC 20013
(800) 999-5599

* Nietupski, S., Krajewski, L., and Nietupski, J. (1988) Parent/Professional Partnership in Advocacy: Developing Integrated Options Within Resistive Systems. Journal of the Association for Persons with Severe Handicaps, 13(4), 251-259.

This article relates how a partnership of parents and professionals can effectively advocate for integrated educational options.

* Oklahoma Supported Employment Project. (1987) Supported Employment: A Handbook for Parents in Oklahoma. Oklahoma City, OK: Author

Handbook developed for parents about supported employment which gives an overview of supported employment. Includes case studies, questions and answers often posed by parents about competitive employment, social security and what parents and consumers can do to insure the availability of community integrated options, such as supported employment.

Copies obtained from:

Project Director
Oklahoma Supported Employment Project
5813 South Robinson
Oklahoma City, OK 43109
(405) 631-0433

* PACER Center. (1988) Opportunity Knocking: The Story of Supported Employment. Minneapolis, MN: Author

Designed especially for parents, this book explains how supported employment programs work, answers many questions asked by parents and includes directories of adult service agencies.

Copies obtained from:

SEPT/TA Project
PACER Center
4826 Chicago Ave, So.
Minneapolis, MN 55417-1055
(612) 827-2966 (Voice & TDD)

* Pendler, B. (1987, June) My Daughter is Leaving Home. What Do I Do Now? The Exceptional Parent, 14-16.

A mother confronts her own fears as her daughter with developmental disabilities faces the challenge of living on her own.

Copies obtained from:

PACER Center
4826 Chicago Ave. So.
Minneapolis, MN 55417-1055
(612) 827-2966 (Voice & TDD)

* Pendler, B. (1988) Supported Employment: A Time for Parents to Look at the Subject of Sexuality. Speech presented at the Supported Employment Parent Training Technical Assistance (SEPT/TA) Project's National Conference, Williamsburg, VA, May 10-12, 1988.

Open discussion of some of the sexuality issues that arise for parents of sons and daughters with disabilities. Includes personal anecdotes and up-to-date advice for parents faced with these concerns.

Copies obtained from:

SEPT/TA Project
PACER Center
4826 Chicago Ave. So.
Minneapolis, MN 55417-1055
(612) 827-2966 (Voice and TDD)

* Petersen, E. (1984) Financial Protection for the Handicapped, Special Perceptions, 8-10.

Discusses the factors involved in planning important financial considerations for sons and daughters with disabilities.

Copies obtained from:

PACER Center
4826 Chicago Ave. So.
Minneapolis, MN 55417-1055
(612) 827-2966 (Voice and TDD)

* Phelps, L.A., Chaplin, C., Kelly, A. (1987) A Parent's Guide to Vocational Education. News Digest, (8), 1-11.

Examines the importance of vocational education for students with disabilities. Suggests how parents can modify and adapt vocational programs and curricula to involve those elements which will benefit the student with disabilities. Includes a bibliography and list of organizations to assist in vocational planning.

Copies obtained from:

News Digest
National Information Center for
Children and Youth with Handicaps (NICHCY)
Box 1492
Washington, DC 20013
(800) 999-5599

* Rehabilitation Research and Training Center at Virginia Commonwealth University. (1987) You, Your Child and Competitive Employment. RRTC Newsletter, 1(2).

Provides information to assist parents in planning for their son's or daughter's career, including common terms used in adult services, community resources and a series of questions most often asked by parents.

Copies obtained from:

Rehabilitation Research and Training Center
Virginia Commonwealth University
1314 West Main Street
Richmond, VA 23284-2011
(804) 367-1851

* Styris, J. and Backer, T. (1987) Taking Charge and Letting Go: A Parent's Views of Transition Programs. RRN Fact Sheet #6.

Parent advocates from across the country discuss the challenges of when to take an active role in their son's or daughter's steps toward independence from school to work and when to let go. Parents not only discuss the problems but some possible solutions as well. Resources and materials are listed in this fact sheet.

Copies obtained from:

Regional Rehabilitation Network (RRN)
1849 Sawtelle Blvd. Suite 102
Los Angeles, CA 90025

* Schutz, R.P. (1986) Establishing a Parent-Professional Partnership to Facilitate Competitive Employment. Rusch, F.R. (Ed.) Supported Competitive Employment Issues and Strategies (pp. 289-302). Baltimore, MD: Paul H. Brookes Publishing Co.

Chapter discusses the strategies for forming alliances between parents of adults with disabilities and professionals involved in the vocational process.

Copies obtained from:

Paul H. Brookes Publishing Co.
P.O. Box 10624
Baltimore, MD 21285
1-800-638-3775

* Woods, J.N., Young, P.L., and Singleton, R. (1988) Parents Supporting Independence: A Training Manual for Parents/Guardians/Payees: Supported Employment and Social Security Work Incentives. Jonesboro, AR: FOCUS, Inc.

A handbook for parents about supported employment, SSI work incentives, parent networking, successful job development, job coaching, and support techniques. Parents will discover specific information, helpful strategies, activities and forms to reinforce their learning experience.

Copies obtained from:

James N. Woods
FOCUS, Inc.
2917 King Street, Suite C
Jonesboro, AR 72401
(501) 935-2750

12

PARENT TRAINING MODELS

* New Hats, Inc.
535 South 200 East #904
Salt Lake City, Utah 84111
(801) 259-6613
268-3206

Emilee Curtis, Executive Director

A workshop series with accompanying workbook/journals is available for parents, family members, advocates, educators and other professionals who are investigating future planning for/with persons experiencing disabilities. Participants in New Hats workshops "try on" new ideas, behaviors and skills in their approaches to important decisions of transition, employment, ongoing support and community living. In parent's workshops, a lifetime plan is formulated. In workshops for educators, plans are created for successful transition from student life to adult life. Administrators design strategies for cooperation, collaboration and negotiation in their workshops. Facilitator training is available for the parents' workshops: Future Planning, Letting Go, Employment, New Answers. In addition, the staff of New Hats, Inc., provides film festivals, and consultation/workshops on facilitating groups, curriculum development, assertive communication, anger management, grieving and other topics.

* PACER Center
Parent Advocacy Coalition for Educational Rights
4826 Chicago Ave. So.
Minneapolis, MN 55417-1055
(612) 827-2966 (Voice & TDD)

Paula Goldberg, Co-Director
Marge Goldberg, Co-Director
Cathleen Urbain, Project Coordinator, MNSEP Project

Information and advocacy training workshops for parents about supported employment.

Workshop formats given in three stages:

1. Awareness
2. Personal advocacy
3. Systems change

PACER Center (cont.)

Resources available include:

1. Outline and transparencies for 3-hour informational workshop for parent training on supported employment. (May be purchased separately)
2. Opportunity Knocking: (1988) A handbook for parents about the supported employment option for their son or daughter with a disability.
3. Packet of workshop materials including brochure and information on supported employment and related issues such as SSI and SSDI.
4. Supported Employment: Questions Parents Ask
5. As I See It: Aid for parents in developing a work profile for their son or daughter with a disability.
6. Transition Planning Guide: Minnesota Department of Education, June, 1987.

* Parent Educational Advocacy Training Center (PEATC)
228 South Pitt Street
Suite 300
Alexandria, VA 22314
(703) 836-2953

Winifred Anderson, Director

Training sessions: A six-hour course (2 sessions) addressing parents' concerns regarding employment in the community for their son and daughter with disabilities.

Target audience: Parents or guardians of sons and daughters with developmental disabilities ages 18 and older; young adults with developmental disabilities; interested professionals (limited enrollment).

Materials included: Supported Employment Opportunities. A comprehensive manual complete with worksheets, charts and a listing of local and state supported employment sites. (1987)

Training sessions: Supported Employment Opportunities Team Training. A training course for parent/professional teams. This training is a three-day program which teaches teams to plan, present and evaluate the Supported Employment Opportunities course for families in their community.

Materials included:

1. Supported Employment Opportunities Trainer's Guide, PEATC, (1987).
2. Supported Employment Opportunities: A participant's manual complete with worksheets & charts, PEATC. (1987)
3. A slide-tape show depicting supported employment sites and workers.
4. Supported Employment: A Formula for Success: A video tape produced by the Maryland Developmental Disabilities Council.

* Parents Graduation Alliance
c/o Specialized Training Program
135 Education Building
University of Oregon
Eugene, OR 97403
(503) 686-5311

Roz Slovic, Project Director

The Parents' Graduation Alliance (PGA) assists parents and others in planning for successful family transitions. The Family Transitions Planning and Support System is a set of planning activities that help individual families to:

1. Target specific family transition issues for immediate attention and activity;
2. Identify informal and formal support strategies that could help resolve those issues;
3. Track changes in opportunities and outcomes as the strategies are tried;
4. Give families a sense of empowerment to draw independently upon their own array of information, community resources and supports to address future problems as they arise; and
5. Share ideas and support with families as part of a family transitions network.

The Family Transitions Planning and Support System is intended for use by trained parents and advocates on a one-to-one basis with families requesting assistance.

The PGA also provides information, referral, training and advocacy services to parents and professionals who want to improve or develop programs and services for students and young adults with severe disabilities.

Resources available include:

1. Lynch, W.F., Slovic, R., & Bernham, M.H. (1986) Supported Employment: A New Way to Work. 1/2" VHS videotape.
2. Lynch, W.F., Slovic, R., & Gross, G. (1987) Supported Living: New Community Options. 1/2" VHS videotape.
3. McDonnell, J., Sheehan, M., Wilcox, B., & Slovic, R. (1987) Effective Transition from School to Work and Adult Services: A Procedural Handbook for Parents and Teachers.
4. Newton, S.J., Slovic, R., Stoner, S.K. (1989) "Contribution" and Individuals with Disabilities.
5. Slovic, R., Ferguson, D.L., Ferguson, P.M., & Johnson, C. (1986) GUIDES: A Peer Support Program for Severely Handicapped Students in Transition.
6. Slovic, R., Ferguson, P.M., Lynch, W.F., & Wilcox, B. (1988) Parent Primer: Secondary Programs for Students with Severe Disabilities. Eugene: University of Oregon, Specialized Training Program.

* Parents Reaching Out in Oklahoma Project
1917 South Harvard Ave.
Oklahoma City, OK 73128
(405) 681-9712 or 1-800-PL 94-142

Connie Motsinger, Program Director

Resources available include:

-Supported Employment: A Handbook for Parents in Oklahoma

Handbook designed for parents to give factual in-depth information on supported employment. Includes case studies, placement checklist and glossary of terms. Developed through efforts of Parents Reaching Out in Oklahoma, Oklahoma University Rehabilitation Administration and Management Program and Oklahoma Supported Employment Project (SEP).

-Supported Employment Opportunities Training

A three (3) hour training for parents of young adults with severe disabilities, adults with severe disabilities and professionals. Training addresses parent's concerns about their son/daughter being involved in supported employment; information on what supported employment is; role play with a case study and group activity, benefits of supported employment, SSI/Medicaid information and advocacy. Training participants receive a manual and other resource materials.

* Vermont Information and Training Network (VITN)
37 Champlain Mill
Winooski, VT 05404
(802) 655-4016

Connie Curtin, Director

VITN offers training, information, and support to parents and families of children with disabilities. VITN provides services to families in several ways including workshops, presentations, individual assistance, information and referral, materials development, use of volunteer network, outreach to rural and minority families, and cooperation with agencies.

Workshops for parents cover such topics as Building Parent-Professional Partnerships, Community Resources, Planning for Your Child's School Transitions, Planning for the Future, and Approaches to Employment.

Materials include:

1. A Parent's Guide to Supported Employment for Individuals with Psychiatric or Emotional Disabilities
2. A Parent's Guide to Supported Employment for Individuals with Developmental Disabilities

NATIONAL AND STATE PROJECTS FOR PARENT TRAINING INFORMATION

* The Association for Persons in Supported Employment (APSE)
P.O. Box 27523
Richmond, VA 23261-7523
(804) 266-6950
Attn: Wendy Wood, Executive Director

APSE was formed to promote the concept of paid integrated employment and full community participation for all individuals. APSE will strive to address the issues and concerns related to the activity of supported employment with the intent of improving the overall delivery of supported employment services to individuals with severe disabilities. Persons invited for membership in APSE include service recipients, parents, employers, service providers, local, state and national agency representatives with interest in supported employment activities. Annual membership provides members with The Advance, a quarterly newsletter, intermittent notices related to policy and legislation, voting privileges within the association, and reduced conference rates.

* Beach Center on Families and Disability
Bureau of Child Research
4138 Haworth Hall
University of Kansas
Lawrence, KS 66045
(913) 864-7600
Attn: Gary Brunk, Assistant Director

The Beach Center on Families and Disability carries out research about families of persons with developmental disabilities and emotional disabilities as well as those who are technology-dependent. The Beach Center is interested in issues that affect family members of all ages and intends to disseminate information to families through a newsletter, published three times a year. The newsletter is free of charge.

* California Supported Employment Training Project
346 19th Street
Santa Monica, CA 90402
(213) 395-4866
Attn: Dale Dutton

In order to establish a system of supported work services, the California Supported Employment Project was created to implement system change during a 5-year period. Goals of the project include establishing training and technical assistance information systems to prepare staff, employers, consumers and pa ents for the transition to supported employment services; establish an evaluation system to measure improvements in the quality of life for consumers receiving supported employment services; and establish awareness and approaches to vocation preparation of persons with severe disabilities in the public school system. Although this project is designed for the state of California, the project will disseminate information about the project to other states and agencies.

* Center on Human Policy
Syracuse University
200 Huntington Hall, Second Floor
Syracuse, NY 13244-2340
(315) 443-3851

The Research and Training Center on Community Integration provides training, consultation and technical assistance to states and communities on integrating people with disabilities into community life. This project focuses on people with the most severe disabilities including individuals with multiple disabilities, medical involvement or challenging behaviors, and maintains an extensive list of materials and publications for dissemination. Almost all of the Center's materials use non-technical, non-jargonistic language, and are available to the general public.

* The Employment Network, University of Oregon
135 College of Education
University of Oregon
Eugene, OR 97403-1211
(503) 686-5311

The Employment Network is a project designed to provide technical assistance to state projects and organizations involved in implementing supported employment for persons with severe disabilities. The Network can provide assistance in a number of ways including:

1. Dissemination of information and materials related to employment of people with disabilities;
2. Referral information about consultants or projects relevant to the needs of the inquiries;
3. Telephone support on specific issues; and
4. Specific on-site consultation when appropriate and within fiscal constraints.

* Howard University Research and Training Center for Access to Rehabilitation and Economic Opportunity (HURTC)
Howard University
2900 Van Ness Street, NW
Washington, DC 20208
(202) 686-6726
Attn: Dr. Sylvia Walker, Director

The Howard University Research and Training Center for Access to Rehabilitation and Economic Opportunity (HURTC) is funded by the National Institute on Disability and Rehabilitation Research and the U.S. Department of Education. HURTC has the philosophy that every individual, no matter how severely disadvantaged or disabled, can benefit from competent, appropriately designed rehabilitation and related services. Accordingly, the mission of the Center is to implement research and training activities which facilitate the attainment of maximum potential by economically disadvantaged and minority persons with disabilities (including African-Americans, Hispanics, Native Americans, and Asian-Americans). Training and dissemination activities include parent advocacy and education, special training workshops and networks, and the development of resource and instructional materials.

* Institute for Human Resource Development, formerly Corporation for Supported Employment
78 Eastern Boulevard
Glastonbury, CT 06033
(203) 659-1166

The Institute for Human Resource Development (IHRD), is a private, non-profit organization created by the 1988 merger of the New England Association of Business, Industry and Rehabilitation (NEABIR), and the Corporation for Supported Employment (CSE). Founded to facilitate the development of integrated community based employment opportunities for persons with disabilities throughout the New England regions, the Institute's five divisions include:

1. Business & Industry: Serving employers and providers through Projects With Industry contracts, Employment Alert bulletins, consultation and training.
2. Education: Developing curricula for parents,employment specialists, job developers, staff developers, middle managers and educators.
3. Rehabilitation Engineering: Providing consumers, service providers and allied health professionals with access to assessment and service information, cost analysis of service delivery systems, and mobile repair and fabrication service.
4. Research: Studying the effectiveness of supported employment, conversion, legislative initiatives and service delivery systems.
5. Technical Assistance: Providing consultation and support services for boards of directors, educators, service providers, consumers, families and employers.

* Job Accommodation Network (JAN)
P.O. Box 468
Morgantown, West Virginia 26505
1-800-Jan-PECH

Job Accommodation Network (JAN) is a national network and consulting service for employers wanting to hire or retain qualified workers. JAN brings together information from many sources about practical ways of making accommodations for employers and applicants with disabilities. As a service of the President's Committee on Employment of the Handicapped, JAN is available to any employer.

* National Center for Youth with Disabilities
Adolescent Health Program
University of Minnesota
Box 721 - UMHC
Harvard Street at East River Road
Minneapolis, MN 55455
1-800-333-NCYD
(612) 626-2825

The National Center for Youth with Disabilities works to improve health and social functioning of youth with disabilities through providing technical assistance and consultation on the health and social/developmental needs of this special population, disseminating information to those who plan and deliver services to youth with disabilities, and increasing coordination between health care system and other providers of services to youth with disabilities and their families.

National Center for Youth with Disabilities (cont.)

Programs of the Center include:

1. The National Resource Library;
2. Workshops and conferences at state and national levels which support community programs for youth and families;
3. Publication of monographs, bibliographies and newsletters on vital issues (family, health, adolescent development, sexuality, employment, vocational rehabilitation, community and independent living), and data on youth with disabilities; and
4. Technical assistance and consultation.

* National Head Injury Foundation
333 Turnpike Road
Southboro, MA 01772
(508) 485-9950

The National Head Injury Foundation (NHIF) is a non-profit advocacy organization dedicated to improving the quality of life for survivors of head injury and their families. NHIF has a Family Help Line at 1-800-444-NHIF and has published the 1989 edition of the National Directory of Head Injury Rehabilitation Services.

*National Information Center for Children and Youth with Handicaps (NICHCY)
P.O. Box 1492
Washington, DC 20013
(800) 999-5599

NICHCY acts as a national clearinghouse of information for parents, advocates, and professionals who are concerned about improving the lives of children and youth with disabilities. Information provided is free of charge.

* President's Committee on Employment of People with Disabilities
1111 20th Street NW, Suite 636
Washington, DC 20036
(202) 653-5044

Public-private partnership of national and state organizations and individuals working together to improve the lives of people with physical, mental and sensory disabilities by increasing their opportunities for employment. The Committee is currently composed of some 600 members, included among these are: employers, training and rehabilitation specialists, educators, labor leaders, veterans organizations, medical and health professionals, service organizations, community leaders, as well as individuals with disabilities, their organizations and their advocates.

*Rehabilitation Research and Training Center
Virginia Commonwealth University
School of Education
1314 West Main Street, VCU 2011
Richmond, VA 23284-2011
(804) 367-1851
Attn: Paul Wehman, Ph.D., Director

The mission of the Virginia Commonwealth University Rehabilitation Research and Training Center is to provide research and training related to employment of persons with severe disabilities. The Center focuses on training rehabilitation counselors, parents, educators, and services providers.

* Research and Training Center on Independent Living University of Kansas

Research: BCR/3111 Haworth
Lawrence, KS 66045-2930
(913) 864-4095 (Voice/TDD)

Training: AA 207
Bristol Terrace
Lawrence, KS 66044
(913) 842-7692 (Voice/TDD)

The mission of the Research and Training Center on Independent Living is to develop and disseminate practical techniques that enable people with severe disabilities to live more independently. Research and Training Center on Independent Living provides training and technical assistance to independent living centers, state rehabilitation agency personnel, private rehabilitation providers and government/consumer advisory groups such as the Mayor's commissions on disabilities, state and regional independent living advisory councils and state developmental disability councils.

* Supported Employment Parent Training Technical Assistance (SEPT/TA) Project
PACER Center
4826 Chicago Ave. So.
Minneapolis, MN 55417-1055
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Attn: Sharman Davis Jamison, Project Coordinator
Celia Shapland, Technical Assistant

SEPT/TA is a national project that offers technical assistance to organizations wishing to provide parent training about supported employment. Areas of assistance include: resource materials; on site consultations or referral to consultants; training and workshop design, newsletter and a national conference.

* Technical Assistance for Special Populations Program (TASPP)
The University of Illinois
Department of Vocational and Technical Education
345 Education Building
1310 South Sixth Street
Champaign, IL 61820
(217) 333-0807
Attn: Dr. Carolyn Maddy-Bernstein, Director

The Technical Assistance for Special Populations Program (TASPP) is a service function of the National Center for Research in Vocational Education at the University of California, Berkeley. Housed in the University of Illinois site of the National Center, TASPP is designed to assist in the improvement of vocational education programs for youth and adults with special needs. TASPP's direction is guided by a national task force comprised of principal investigators from the various Center institutions as well as national leaders in the field of vocational education for special populations. Some TASPP activities include conducting workshops, publishing a quarterly newsletter on critical issues and policy options, and developing appropriate materials for national distribution.

AUDIOVISUAL AIDS

* Beating the Odds (21 Minutes)

Depicts supported employment services through the work histories of four individuals with chronic mental illness.

Copies obtained from:

Beth DePoint
RISE
8406 Sunset Road NE
Spring Lake Park, MN 55432
(612) 786-8334

* Employment Network - Supported Employment Videos

A list of 39 videos giving title, target audience, source and purchase/rental information. Videos listed cover several areas pertaining to supported employment: parent perspective and involvement; effective supported employment models; and marketing supported employment in the community.

Copies obtained from:

The Employment Network - Supported Employment Videos (12/3/87)
Specialized Training Program
135 College of Education
University of Oregon
Eugene, OR 97403
(503) 686-5311

* Illinois Supported Employment Program: It's More Than a Job (16:11)

Depicts adults with disabilities in the workplace. Includes comments from consumers, parents, and employers about working and the personal benefits.

Copies obtained from:

Illinois Supported Employment Project
DORS-SEP Unit
622 E. Adams
Springfield, IL 62794
(217) 524-6100

* It Works for Kansas

Definition of supported employment and components of the supported employment model are described in detail. Consumers, employers, job coaches and others discuss the value of supported employment, benefits to workers, employers, and the community. Short discussion on the role of rehabilitation engineering for job accommodations at the work site, and integration and social participation at the worksite.

Copies obtained from:

Carolyn Bayliss
SEIK Project
2700 West 6th Street
Topeka, KS 66606
(913) 296-3911

* Minnesota Supported Employment: Richard and Donna A Little Bit of Faith
(12 Minutes)

Highlights advantages to employers in hiring persons with severe disabilities. Presents the alternative of job sharing.

Copies obtained from:

Department of Jobs and Training Employment Marketing
390 North Roberts Street
St. Paul, Minnesota 55101
(612) 296-2391

* On Our Own

A video training series that addresses transition, employment and critical adolescent and adult issues. Tapes can be used in a wide range of applications to conduct parent training sessions and promote community awareness. Tape topics include: 1. Employment: Parent Roles and Concerns 2. Future Trends for People with Developmental Disabilities.

Copies obtained from:

Young Adult Institute
460 West 34th Street
New York, NY 10001
(212) 563-7474

* People with Physical and Multiple Disabilities -- Supported Employment Demonstration

A videotape which depicts persons with severe disabilities in a variety of non-traditional work settings.

Copies obtained from:

Oregon Research Institute
1899 Willamette Ave.
Eugene, OR 97401
(503) 484-2123
Attn: Joan Sauers

* Regular Lives (28:33 Minutes)

Produced by Tom Godwin & Gerardine Wurzburg
State of the Art Productions
Washington, DC
Copyright: Syracuse University (1988)

Depicts the integration of children and adults with disabilities into the community.

Copies obtained from:

Department of Special Education and Rehabilitation
Syracuse University
805 So. Crouse Ave.
Syracuse, NY 13244
(315)443-1870

* RRTC Lecture Guide to Supported Competitive Employment

Eighty (80) slides for a carousel, includes explanation of job development, consumer assessments, job site training, advocacy and follow-along. Picture and word slides.

Copies obtained from:

Rehabilitation Resource and Training Center
Virginia Commonwealth University
1314 West Main St., VCU Box 2011
Richmond, VA 23284-2011
Attn: Resource Dissemination
(804) 367-1851

* Supported Competitive Employment: Implementing the Model (30 Minutes)

Components of the supported work model are described in detail. The viewer follows an adult with disabilities through job placement and training.

Copies obtained from:

Rehabilitation Research and Training Center
Virginia Commonwealth University
1314 West Main St., VCU Box 2011
Richmond, VA 24284-2011
Attn: Resource Dissemination
(804) 367-1851

* Supported Employment: A New Way to Work (20 Minutes)

W.F. Lynch; R. Slovic; M.H. Burnham (1986)
Produced by Parents' Graduation Alliance

Designed to inform parents about the nature, function and value of supported employment.

Copies obtained from:

Betsy Patton
Specialized Training Program
135 College of Education
University of Oregon
Eugene, OR 97403
(503) 686-5311

* Supported Employment: It Works

National Satellite Telecast
February 2, 1988
West Virginia University Research and Training Center
One Dunbar Plaza
Dunbar, West Virginia 25064

Video of the national satellite broadcast. Depicts adults with severe disabilities in the workplace and includes comments from employers and persons involved in the placement process.

Copies obtained from:

The Job Accommodation Network
P.O. Box 468
Morgantown, West Virginia 26505
(800) 526-7234

* Supported Employment: It's Working Out (15 Minutes)

Highlights different job sites for persons with severe disabilities.

Copies obtained from:

Wisconsin Department of Vocational Rehabilitation
1 West Wilson Street, Room 850
P.O. Box 7852
Madison, WI 53707

* Supported Living: New Community Options (21 minutes)

Video depicts various living options for persons with severe developmental disabilities. Discusses how options were created and the types of supports needed.

Copies obtained from:

Parents Graduation Alliance
Specialized Training Program
135 College of Education
University of Oregon
Eugene, OR 97403
(503) 686-5311

* Vocational Rehabilitation and You (17 Minutes)

Produced by PACER Center for the Minnesota Division of Rehabilitation Services. Video explaining the services vocational rehabilitation counselors can provide to young adults with disabilities.

Copies obtained from:

PACER Center
4826 Chicago Avenue So.
Minneapolis, MN 55417-1055
(612) 827-2966 (Voice & TDD)

* Working In Kentucky: Supported Employment (17 minutes)

Defines and describes the components of supported employment. Depicts adults with various disabilities in different types of work environments.

Copies obtained from:

Project Asset
Kentucky Department of Education
Frankfort, KY 40601
(502) 564-4618

RESOURCES FOR T" INERS

* Creative Training Techniques. Minneapolis, MN: Author

A monthly newsletter of strategies and tips for delivering effective training.

For more information:

Creative Training Techniques
50 South Ninth Street
Minneapolis, MN 55402
1-800-328-4329

* Dalton, T, Morton, M.V., and Everson, J.M. (1987) Delivering Inservice Training: Effective Audio-Visual Aids and Room Arrangements. Everson, J.M., Barcus, M., Moon, S., and Norton, M.V. (Ed.) Achieving Outcomes: A Guide to Interagency Training in Transition and Supported Employment, (pp. 91-124). Baltimore, MD: Virginia Commonwealth University.

Chapter offers guidelines for effectively using audiovisual and room arrangements during training. Includes a list of other resources to assist trainers in expanding their expertise in delivering workshops.

Copies obtained from:

Rehabilitation Research and Training Center
Virginia Commonwealth University
1314 West Main Street, VCU 2011
Richmond, VA 23284-2011
(804) 367-1851
Attn: Resource Dissemination

* Hoff, R. (1988) I Can See You Naked: A Fearless Guide to Making Great Presentations. Kansas City, MO: Andrew and McNeel; Universal Press Syndicate.

Helpful hints and strategies on making effective presentations.

For more information:

Andrews and McNeel
Universal Press Syndicate Company
4900 Main St.
Kansas City, MO 64112
(816) 932-6700

* Lakeland Publications, Inc. TRAINING: A Magazine of Human Resources Development.

A monthly magazine which contains tips for developing effective trainings.

For more information:

Lakeland Publications, Inc.
Lakeland Building
50 South Ninth Street
Minneapolis, MN 55402
1-800-328-4329

* Newstrom, J.W., Scannell, E.E. (1980) Games Trainers Play: Experimental Learning Exercises. New York City, NY: McGraw Hill Book Company.

A comprehensive listing of brief training aids which are designed to provide illustrations of key points within a lesson. The ideas can be used as described in the text or adapted for a variety of audiences.

* Zembe, R. and Zembe, S. (June 1981) Thirty Things We Know for Sure About Adult Learning. Training Magazine.

Facts about adult learners which can be applied when developing and/or conducting trainings.

RESOURCES ON SUPPORTED EMPLOYMENT

GENERAL INFORMATION ON SUPPORTED EMPLOYMENT FOR PERSONS WITH DEVELOPMENTAL DISABILITIES

GENERAL INFORMATION ON SUPPORTED EMPLOYMENT FOR PERSONS WITH CHRONIC MENTAL ILLNESS

GENERAL INFORMATION ON SUPPORTED EMPLOYMENT FOR PERSONS WITH TRAUMATIC BRAIN INJURY

SOCIAL SECURITY AND WORK INCENTIVES

ADDITIONAL BIBLIOGRAPHIES

GENERAL INFORMATION ON SUPPORTED EMPLOYMENT FOR PERSONS WITH DEVELOPMENTAL DISABILITIES

* Barcus, M., Griffin, S., Mank, D., Rhodes, L., and Moon, S. (Ed.) (1988) Supported Employment Implementation Issues. Richmond, VA: Rehabilitation Research and Training Center.

This manual represents a summary of the May 1988 national forum convened in Williamsburg, VA, on supported employment issues and challenges. Issues summarized include, systems change/conversion, integration and empowerment in the workplace, instate economic development and marketing, long term funding, and technical assistance and staff development.

Copies obtained from:

Rehabilitation Research and Training Center
Virginia Commonwealth University
1314 West Main St., VCU Box 2011
Richmond, VA 23284-2011
(804) 367-1851
Attn: Resource Dissemination

* Bellamy, T. G., Rhodes, L. E., Mank, D. M., and Albin, J. M. (1988) Supported Employment: A Community Implementation Guide. Baltimore, MD: Paul H. Brookes Publishing Co.

A practical guide to making supported employment a reality. The book contains advice for developing supported employment programs, initial planning stages, collecting information and data, and the development of program proposals.

Copies obtained from:

Paul H. Brookes Publishing Co.
P.O. Box 10624
Baltimore, MD 21285
1-800-638-3775

* Conley, R.W. (1985) Impact of Federal Programs on the Employment of Mentally Retarded People. Lakin, K.C. and Bruininks, R.H. (Eds.) Strategies for Achieving Community Integration for Developmentally Disabled Citizens. F.R. Rusch (Ed.) Baltimore, MD: Paul H. Brookes Publishing Co.

Examines the ways federal programs affect the employment of persons with a disability and the disincentives to their employment. Gives specific examples for the reordering of priorities in the adult service system for persons with mental retardation.

Copies obtained from:

Paul H. Brookes Publishing Co.
P.O. Box 10624
Baltimore, MD 21285
1-800-638-3775

* Cook, A.T. (1986) You Can Do It. Baltimore, MD: Maryland State Planning Council on Developmental Disabilities.

A book about supported employment written for adolescents and adults with developmental disabilities. It describes jobs, housing, transportation, and various adult services. Features include: numerous pictures, large print, and a text written at a third to fourth grade reading level. One copy is available at no charge.

Copies obtained from:

Maryland State Planning Council on Developmental Disabilities
201 West Preston Street
Baltimore, MD 21201
(301) 333-3688

* De Stefano, L. (1986) The Use of Standardized Assessment in Supported Employment. Rusch, F.R. (Ed.) Supported Competitive Employment Issues and Strategies (2nd ed.) Baltimore, MD: Paul H. Brookes Publishing Co.

Research article discusses assessment techniques that are appropriate for placing persons with developmental disabilities in competitive employment positions.

Copies obtained from:

Paul H. Brookes Publishing Co.
P.O. Box 10624
Baltimore, MD 21285
1-800-638-3775

* Everson, J.M., Barcus, M., Moon, S., and Morton, M.V. (1987) Achieving Outcomes: A Guide to Interagency Training in Transition and Supported Employment. Richmond, VA: Virginia Commonwealth University.

Book is designed for staff trainers who provide interagency training to professionals and parents on community based vocational training, transitional planning and supported employment.

Copies obtained from:

Rehabilitation Research and Training Center
Virginia Commonwealth University
1314 West Main St., VCU Box 2011
Richmond, VA 23284-2011
(801) 367-1851
Attn: Resource Dissemination

* Flynn, Senator J.E. (1986) Employment: An Ongoing Issue for People with Disabilities. A report from the Senate Select Committee on the Disabled. Washington, D.C.

A report on the issue of employment for persons with disabilities as it relates to job opportunities, underemployment, disincentives and discrimination. This report reviews federal and state statutory guidelines which are currently in place to address these issues and focuses attention on areas which may not be measuring up to the standards set by law.

* Gardner J., Chapman, M., Donaldson, G., and Jacobson, S. (1988) Towards Supported Employment: A Process Guide for Planned Change. Baltimore, MD: Paul H. Brookes Publishing Co.

This book discusses the process of agency and program change for traditional services to integrated supported employment services. Parental concerns, agency values and change strategies are addressed.

Copies obtained from:

Paul H. Brookes Publishing Co.
P.O. Box 10624
Baltimore, MD 21285
1-800-638-3775

* Gettings, R.H. and Katz, R.E. (1987) Supported Employment Federal Policies and State Activities Related to Integrated Work Opportunities for Persons with Developmental Disabilities. Alexandria, VA: National Association of State Mental Retardation Program Directors.

This book is the eighth in a series of special reports on federal policies governing the financing of services for persons with developmental disabilities. The aim of this report is to explore in detail the implications of new and emerging federal assistance programs and policies regarding integrated work opportunities.

Copies obtained from:

National Association of State Mental
Retardation Program Directors
113 Oronoco Street
Alexandria, VA 22314
(703) 683-4202

* Hill, M.L., Wehman, P.H., Kregel, J., Banks, D.P. and Metzler, H. (1987) Employment Outcomes for People with Moderate and Severe Disabilities: An eight-year longitudinal analysis of supported competitive employment. Journal of the Association for Persons with Severe Handicaps, 12(3), 182-189.

An article with data showing financial benefits to clients and taxpayers from supported employment.

* InterAct Newsletter

General information on supported employment, legislative issues and concerns. A newsletter for human service agencies published by the Institute for Human Resource Development.

Copies obtained from:

Theresa Mahoney
Institute for Human Resource Development
78 Eastern Blvd.
Glastonbury, CT 23284-2011
(203) 659-1166

* Jacobsen, S.G. (1987) Supported Employment Conversion Planning Workbook. Baltimore, MD: Maryland Supported Employment Project.

Step by step explanation of the planning and implementation of converting a traditional day program into a supported employment program. Includes an agency readiness checklist, timeline for the steps of development and implementation and a list of resources for each step of the conversion.

Copies obtained from:

Maryland Supported Employment Project
Kennedy Institute
2911 East Biddle Street
Baltimore, MD 21213
(301) 522-7500

* Moseley, C.R. (1988) Job Satisfaction Research: Implications for Supported Employment. Journal of the Association for Persons with Severe Handicaps, 13(3), 211-219.

This article examines the meaning of work for persons with disabilities with reference to job satisfaction, the meaning of pay, the effect of particular job tasks and the role of the workplace environment on the behavior of workers.

* National Council on the Handicapped. (1986) Toward Independence. Washington, DC: Author

Analysis of federal programs affecting persons with disabilities; i.e. employment, housing, transportation, community based services for independent living.

Copies obtained from:

Superintendent of Documents
US Government Printing Office
Washington, DC 20402
Government Printing Office Stock # 052-003-01022-4

* Nisbet, J. and Hagner, D. (1988) Natural Supports in the Workplace: A Reexamination of Supported Employment. Journal of the Association for Persons with Severe Handicaps, 13(4), 260-267.

This article discusses the role of agency sponsored job coaches in supporting employees with severe disabilities in integrated work environments.

* Noble, J.H. Jr., and Conley, R.W. (1987) Accumulating Evidence on the Benefits and Costs of Supported and Transitional Employment for Persons with Severe Disabilities. The Journal of the Association for Persons with Severe Handicaps, 12(3), 163-174.

An article that addresses the concern for good, clear data showing cost analysis of supported employment and transitional employment. In summary, the authors suggest recommendations for advocates of supported employment.

* President's Committee on Employment of People with Disabilities. (1988) Fact Sheet: Supported Employment. Washington, D.C.: Author.

Fact sheet with definitions, features, and approaches to supported employment.

Copies obtained from:

President's Committee on Employment of People with Disabilities
1111 20th Street NW, Suite 636
Washington, D.C. 20036
(202) 653-5044

* President's Committee on Employment of People with Disabilities. (1987) Parent Employer Partnerships: Developing Employment Opportunities for Youth With Disabilities. Report of a National Conference, Alexandria, VA: U.S. Department of Education, National Institute on Disability and Rehabilitative Resources. Washington, D.C.: Author.

Booklet includes quotes from presenters at the conference. Presenters were parents and professionals. A resource list includes sources such as clearinghouses about employment in federal government and parent resource projects across the country.

Copies obtained from:

National Information Center for Children
and Youth with Handicaps (NICHCY)
P.O. Box 1492
Washington, DC 20013
(800) 999-5599

* RRTC Newsletter

Newsletter with up-to-date information and research data on supported employment.

Copies obtained from:

Rehabilitation Research and Training Center
Virginia Commonwealth University
1314 West Main Street, VCU Box 2011
Richmond, VA 23284-2011
(804) 367-1851

* Rehabilitation Research and Training Center (RRTC) at Virginia Commonwealth University and the Specialized Training Program at the University of Oregon. Perspectives on Supported Employment, RRTC Newsletter, 2(2).

An article with definitions of components of supported employment as well as information on various models of supported employment: e.g. workbench model.

Copies obtained from:

Specialized Training
College of Education
University of Oregon
Eugene, OR 97403-1211
(503) 686-5311

* Research and Training Center on Community Integration. (1988) From Being in the Community to Being Part of the Community. Syracuse, NY: Author.

This report contains proceedings of a Leadership Institute on Community Integration for People with Developmental Disabilities. The report identifies the current state of knowledge and practice in community integration and recommends future efforts in the areas of community living, families, school, and employment.

Copies obtained from:

Research and Training Center on Community Integration
Center on Human Policy
Syracuse University
200 Huntington Hall, Second Floor
Syracuse, NY 13244-2340
(315) 443-3851

* Rusch, F.R. (1986) Competitive Employment Issues and Strategies. Baltimore, MD: Paul H. Brookes Publishing Co.

This book describes programs designed to enhance the growth of individuals with disabilities. It discusses the growth of services and presents information on program design and in-service education.

Copies obtained from:

Paul H. Brookes Publishing Co.
P.O. Box 10624
Baltimore, MD 21285
1-800-638-3775

* Schloss, P.J., Wolf, C.W., Schloss, C.N. (1987) Financial Implications of Half and Full-Time Employment for Persons with Disabilities. Exceptional Children, 54(3), 272-276.

An article that addresses the concern for financial incentives for employment.

* U.S. Department of Education: Office of Special Education and Rehabilitation Service. (August, 1988) (Revised periodically) Summary of Existing Legislation Affecting Persons with Disabilities. #E-88-22014. Washington, DC: Author.

This publication provides a comprehensive summary of 60 relevant federal laws for use by consumers, families, professionals, advocates, and others interested in the legal rights and benefits available to persons with disabilities, specifically persons with developmental and/or physical disabilities.

Copies obtained from:

Clearinghouse on Disability Information (OSERS)
U.S. Department of Education
Switzer Building, Room 3132
Washington, DC 20202-2524
(202) 732-1250 or (202) 732-1241

* Wehman, P., Kregel, J., and Shafer, M. (Eds.) (1989) Emerging Trends in the National Supported Employment Initiative: A Preliminary Analysis of Twenty-Seven States. Richmond, VA: Rehabilitation Research and Training Center.

This monograph provides current information about the development of supported employment within twenty-seven states, which received systems change model demonstration funds from the Rehabilitation Services Administration in 1986 and 1987. The data for the national investigation includes information on the following aspects of supported employment:

1. Current strategies to promote statewide systems change;
2. Characteristics and outcomes of persons being served;
3. Service deliver haracteristics: and
4. Recommendations of the national supported employment initiative.

Copies obtained from:

Rehabilitation Research and Training Center
Virginia Commonwealth University
1314 West Main Street, VCU Box 2011
Richmond, VA 23284-2011
(804) 367-1851

* Wehman, P. (1986) Supported Competitive Employment for Persons with Severe Disabilities. Journal of Applied Rehabilitation Counseling, 17(4), 26-29.

This article examines the supported competitive employment model as it relates to rehabilitation services. Advantages of a supported employment program are discussed as well as best settings for supported employment.

* Wehman, P. and Hill, J.W. (1985) Competitive Employment for Persons with Mental Retardation. (Volume I) Richmond, VA: Rehabilitation Research and Training Center.

Discussions on aspects of supported employment as it relates to clients, employers and parents.

Copies obtained from:

Rehabilitation Research and Training Center
Virginia Commonwealth University
1314 West Main Street, VCU Box 2011
Richmond, VA 23284-2011
(804) 367-1851

* Wehman, P. and Moon, S. (1988) Vocational Rehabilitation and Supported Employment. Baltimore, MD: Paul H. Brookes Publishing Co.

The focus of the book is on supported employment and vocational rehabilitation. Sections I & II address general issues related to supported employment, such as, philosophy, history, and general programmatic concerns. Section III looks at how community based programs are responding to the supported employment challenge. Section IV & V examine the roles of business and government and the needs of persons with various disabilities in supported employment and vocational rehabilitation.

Copies obtained from:

Paul H. Brookes Publishing Co.
P.O. Box 10624
Baltimore, MD 21285
1-800-638-3775

* West Virginia Resource and Training Center. (1988) Supported Employment: It Works. From National Satellite Teleconference, (Feb. 1988). Sponsored by The Office of Special Education and Rehabilitative Services. Morgantown, WV: Author

Manual with information from nationwide teleconference (February, 1988) discussing federal regulations, funding for supported employment and guidelines for parents. Two hour video accompanies manual.

For resource manual and video:

The Job Accommodation Network
P.O. Box 468
Morgantown, WV 26505
1-800-526-7235

* White, S. and Johnson, R. (1987) Index of Least Restrictive Employment: An Assessment of the Critical Dimensions in the Transition Process. Great Falls, MT: Great Falls Transition Project.

A vocational assessment index which focuses on areas of job security, opportunity for advancement, job satisfaction and integrated aspects of transition. The index can assist parents/families in looking at the quality of their son's or daughter's school vocational program.

Copies obtained from:

Great Falls Transition Project
2100 16th Ave. S.
Great Falls, MT 59405

* Whitehead, C.W. (1987, July-September) Supported Employment: Challenge and Opportunity for Sheltered Workshops. Journal of Rehabilitation, 23-27.

This article focuses on the major goals of employment policies for persons with developmental disabilities. Pros and cons of sheltered workshops and the incentives the system is developing for changing to supported employment.

* Will, M. (1987, October-December) Supported Employment: The Federal Perspective. American Rehabilitation, 2-3.

An article giving a brief overview of supported employment and its progress.

GENERAL INFORMATION ON SUPPORTED EMPLOYMENT FOR PERSONS WITH CHRONIC MENTAL ILLNESS

* Anthony, W.A., and Blanche, A. (1989) Research on Community Support Services: What Have They Learned. Psychosocial Rehabilitation Journal. 12(3), 55-81.

This article reports the results of a comprehensive review of literature that relates to the components of a community support system.

* Anthony, W.A., and Blanche, A. (1987, March) Supported Employment for Persons Who are Psychiatrically Disabled: A Historical and Conceptual Perspective. Paper presented at State of the Art Conference on Supported Employment for Chronically Mentally Ill Individuals. Boston, MA: Center for Rehabilitation Research and Training in Mental Health.

Paper discusses the specific issues which must be addressed in order to insure successful supported employment for persons with chronic mental illness. Also includes the distinguishing characteristics between supported employment and transitional employment.

Copies obtained from:

Center for Rehabilitation Research and Training in Mental Health
1019 Commonwealth Ave.
Boston, MA 02215
(617) 353-3549

* Danley, K.S. and Anthony, W.A. (1987, October-December) The Choose-Get-Keep Model: Serving Severely Psychiatrically Disabled People. American Rehabilitation, 6-9.

Article discusses the new service option of supported employment for persons with long-term mental illness and the specific adaptations made from the model of supported employment for persons with developmental disabilities.

* Danley, K. and Mellen, V. (1987) Training and Personnel Issues for Supported Employment Programs Which Serve Persons Who Have a Long-Term Mental Illness.

This paper presents current thinking regarding the nature of the training required for preparing persons to provide effective supported employment services for persons with chronic mental illness.

Copies obtained from:

Karen Danley, Ph.D.
730 Commonwealth Ave.
Boston, MA 02215
(617) 353-3549

* Matrix Research Institute. (1987) Exploring Models of Transitional and Supported Employment. Prepared for RSA Task Force on Rehabilitation Services to the Mentally Ill. Philadelphia, PA: Author.

Article defines transitional and supported employment as they relate to persons with chronic mental illness. Poses questions families should ask to assess local programs.

Copies obtained from:

The Matrix Research Institute
Kenilworth 106
2979 Schoolhouse Lane
Philadelphia, PA 19144
(215) 438-8200

* National Institute of Mental Health (NIMH). (1980) Definition and Guiding Principles for Community Support Systems. Rockville, MD: Author.

Article describing guidelines of components of the community service system for persons with chronic mental illness.

Copies obtained from:

Community Support and Rehabilitation Branch
Division of Mental Health
Services Program
National Institute of Mental Health
Rockville, MD 20857

* Noble, J.H. Jr. (1987) Supported Employment and Chronic Mental Illness: A Look at the System. Presentation at Supported Employment State Project Meeting, June 8, 1987.

Article discusses many aspects of the system of supported employment as it relates to persons with chronic mental illness, including cost effectiveness, societal stereotyping and work disincentives.

Copies obtained from:

John H. Noble, Jr.
State University of NY
Buffalo School of Social Work
191 Alumni Arena
Amherst, NY 14260

* Prieve, K. and DePoint, B. (1987) Making It Work: Supported Employment for Persons with Severe and Persistent Mental Illness. Funded by Rule 12 Special Projects Training Grant from the Minnesota Department of Human Services. Spring Lake Park, MN: RISE, Inc.

Overview of system development and delivery strategies. Information on managing mental illness in work settings and discussion of financial issues. Book includes a glossary of terms and a bibliography.

Copies obtained from:

RISE, Inc.
Book Orders
8406 Sunset Road NE
Spring Lake Park, MN 55432
(612) 786-8334

* Research Management Corporation Meeting Summary: Supported Employment for Chronically Mentally Ill Individuals (May 12-13, 1987). Prepared by Karen Nelson.

Packet of information including presentations on history, program development, system barriers and personnel issues on supported employment for persons with chronic mental illness.

Copies obtained from:

Research Management Corporation
7115 Leesburg Pike
Suite 327
Falls Church, VA 22043

* Shroul, B.A. (1989) Community Support Systems for Persons with Long Term Mental Illness: A conceptual framework. Psychosocial Rehabilitation Journal, 12(3), 9-26.

This article discusses the components which should be included in a community support system, i.e. identification outreach, health service, housing, etc., and the principles that govern service delivery.

GENERAL INFORMATION ON SUPPORTED EMPLOYMENT FOR PERSONS WITH TRAUMATIC BRAIN INJURY

* National Head Injury Foundation. (1989) National Directory of Head Injury Rehabilitation Services. Southboro, MA: Author.

Directory of information on 400 specialized head injury rehabilitation programs across the nation. Sections are referenced by state and program type. A supplemental speciality service section is included.

Copies obtained from:

National Head Injury Foundation
333 Turnpike Road
Southboro, MA 01772
(508) 485-9950

* National Rehabilitation Information Center. (Spring, 1989) NARIC Quarterly, 2(1). Silver Spring, MA: Author.

This issue of the NARIC Quarterly presents information about research activities and projects, resources and other items of interest to families, consumers, and professionals about traumatic brain injury.

Copies obtained from:

National Rehabilitation Information Center (NARIC)
8455 Colesville Road, Suite 935
Silver Spring, MA 20910-3319
1-800-346-2742

* Romano, M.D. (1989) Ethical Issues and Families of Brain Injured Persons. Journal of Head Trauma Rehabilitation, (4)(1), 33-41.

Discussion of how professionals must recognize the ethical dilemmas faced by families of persons with traumatic brain injury. Author discusses the need to advocate for more community support for persons with disabilities.

* Virginia Commonwealth University Rehabilitation Research and Training Centers on Supported Employment and Traumatic Brain Injury & the Supported Competitive Employment Project for Individuals with Traumatic Brain Injury. Return to Work Following Traumatic Brain Injury. RRTC Newsletter, 5(1). Richmond, VA: Author.

This special report presents information related to employment services to persons with traumatic brain injury.

Copies obtained from:

Rehabilitation Research and Training Center on Supported Employment (RRTC)
Virginia Commonwealth University
Supported Competitive Employment Project for Individuals with Traumatic Brain Injury
1314 West Main St., VCU Box 2011
Richmond, VA 23284-2011
(804) 367-1851

SOCIAL SECURITY AND WORK INCENTIVES

* Hubbard, T.S. (1987) What Advocates and Service Providers Should Know About the Effects of Employment on Social Security Disability Insurance and Supplemental Security Income. Eugene, OR: Specialized Training Program.

  Overview of system, including definitions, discussions of benefits and tips on applying for benefits.

  Copies obtained from:

  Specialized Training Program
  College of Education
  University of Oregon
  Eugene, OR 97403-1211
  (503) 686-5311

* Juhrs, P.D., Jennings, D., and McHill, K. (1986) Maintaining Social Security and Supplemental Security Income If You Are Developmentally Disabled. Manual I. Rockville, MD: Community Services for Autistic Adults and Children.

  Explanation of social security. Includes a glossary of terms.

  Copies obtained from:

  Community Services for Autistic Adults and Children
  751 Twinbrook Parkway
  Rockville, MD 20851
  (301) 762-1650

* Mintzer, K. (1988) Untangling the Maze: How Does Employment Affect Social Security Disability Insurance and Supplemental Security Income. Cleveland, OH: Lutheran Employment Awareness Program.

  The purpose of this manual is to help people with disabilities, their families, and service providers understand the effect of employment on SSDI and SSI benefits.

  Copies obtained from:

  Lutheran Employment Awareness Program
  1468 West 25th Street
  Cleveland, OH 44113
  (216) 696-2716

* Social Security Administration. (1988) A Summary Guide to Social Security and Supplemental Security Income Work Incentives for the Disabled and Blind. SSA Publishers No. 64-030-ICN 436900. Washington, DC: Author.

This publication addresses SSDI and SSI programs including section 1619 (a) and 1619 (b).

Copies obtained from:

Social Security Administration
Regional Offices

* U.S. Department of Education, Office of Special Education and Rehabilitation Services, Rehabilitation Services Administration. (1989, January) Information Memorandum: Work Incentives for the Disabled Under DI and SSI Programs. Washington, D.C: Author.

A statement developed in collaboration with Social Security Administration which provides information on the work incentive provisions under the Social Security Act and where to obtain publications which will help counselors, families, and applicants apply for benefits under SSDI and SSI programs.

Copies obtained from:

Supported Employment Parent Training Technical Assistance
(SEPT/TA) Project
PACER Center
4826 Chicago Ave. So.
Minneapolis, MN 55417
(612) 827-2966 Voice/TDD

ADDITIONAL BIBLIOGRAPHIES

* Matrix Research Institute. Employer Involvement in Supported Employment and Transition Employment for Persons with Severe and Persistent Mental Illness: An Annotated Bibliography. Philadelphia, PA: Author.

Print and video materials which are useful to agencies in educating families, professionals and employers about mental illness, its treatment, and supported and transitional employment.

Copies obtained from:

Matrix Research Institute
Kenilworth 106
2979 Schoolhouse Lane
Philadelphia, PA 19144
(215) 438-8200

* National Association of Rehabilitation Facilities (NARF). (1989) NARF'S Supported Employment Resource Guide. Washington, DC: Author

For more information:

National Association of Rehabilitation Facilities (NARF)
P.O. Box 17675
Washington, D.C. 20041-0675
(703) 648-9300

* Research and Training Center on Community Integration. Resources and Reports on Community Integration. Syracuse, NY: Author.

The Research and Training Center on Community Integration at the Center on Human Policy, has compiled a variety of resources and reports on integration of people with severe disabilities into community life. Includes reports on integration efforts in supported employment, housing and recreation.

Copies obtained from:

Research and Training Center on Community Integration
Center on Human Policy
Syracuse University
200 Huntington Hall, Second Floor
Syracuse, NY 13244-2340
(315) 443-3851

* Research and Training Center on Independent Living. The Research and Training Center on Independent Living - Bibliography. Lawrence, KS: Author

Numerous books, manuals and newsletters for parents of children with disabilities interested in adult services.

Titles include:
1. Assisting in the Job Search
2. Grassroots Approach to Policymaking

Copies obtained from:

Research and Training Center on Independent Living
Training Division
University of Kansas
AA 207 Bristol Terrace
Lawrence, KS 66044
(913) 842-7694

* Rocky Mountain Resource and Training Institute - Avant Garde - A Quarterly Newsletter. Wheatridge, CO: Author.

Selected bibliography and videography for integrated services. Sections of bibliography include journal articles and books on integrated employment, management and transition/education. Video section lists video tapes related to integrated services for persons with disabilities. Purchase and rental information are included if known.

Copies obtained from:

Rocky Mountain Resource and Training Institute
NEWSLETTER
Avant Garde - A Quarterly
Newsletter, Winter/Spring 1987-88
3805 Marshall Street, Suite 202
Wheatridge, CO 80033
(303) 420-2942

* Specialized Training Program Materials and Information List (1987, October) Eugene, OR: Specialized Training Program. Eugene, OR: Author.

Topics include:
1. Adult Vocational Services
2. Secondary Programs for Severely Handicapped Students
3. Residential Support
4. Families
5. List of videos included

Copies obtained from:

Specialized Training Program
135 College of Education
University of Oregon
Eugene, OR 97403
(503) 686-5311

* Traustadohir, R. (Ed.). (1988) Annotated Bibliography on Supported Employment. Syracuse, NY: Human Policy Press.

An annotated bibliography on supported employment including other subjects such as parental involvement, definitions of supported employment, and integration issues.

Copies obtained from:

Human Policy Press
University Station
P.O. Box 127
Syracuse, NY 13210
(315) 443-3851

* Wurtz, P. R. (1986) Transitional Employment and Supported Work - A Partial Annotated Bibliography. Menomonie, WI: University of Wisconsin - Stout.

Articles listed and described from professional journals relating to employing persons with disabilities, models of supported employment, job coaching and discussions of various job sites e.g. fast foods.

Copies obtained from:

Materials Development Center
Stout Vocational Rehabilitation Institute
School of Education and Human Services
University of WI - Stout
Menomonie, WI 54751
(715) 232-1342

RESOURCES ON TRANSITION

GENERAL INFORMATION ON TRANSITION FROM SCHOOL TO WORK

GENERAL INFORMATION ON TRANSITION FROM SCHOOL TO WORK

* Ferguson, P M., Ferguson, D.L. and Jones, D. (1988) Generations of Hope: Parental Perspectives on the Transitions of Their Children with Severe Retardation from School to Adult Life. Journal of the Association for Persons with Severe Handicaps, 13(3), 177-187.

  This study explores how parents interpret the events and relationships surrounding the transition of their sons or daughters with severe disabilities from school to adult life. Results of the study indicate that parents perceive three distinct types of transition: bureaucratic, family life, and adult status.

* Gaylord-Ross, R., Gaylord-Ross, C., Hagie,C., Musante,P., Lee, M., Siegel, S., and Jameson, D. (1988, Spring) Considerations and Outcomes in Transitional Supported Employment. Career Development for Exceptional Individuals (CDEI), 11, 42-50.

  This article gives a description of the Employment Retention Program, a supported employment program serving youth who have graduated from special education programs. Students were placed on jobs and provided intensive training at work sites with an emphasis on transferring supervision of students to co-workers without disabilities and promotion of social interaction between students and co-workers. The article describes outcomes of the program and issues related to job retention for workers with disabilities.

* Horton, B., Maddox, M. and Edgar, E. (1984) Adult Transition Model: Planning for Post School Services. Seattle, WA: University of Washington, Child Development and Mental Retardation Center.

  A guidebook written to provide direction to local educational agencies, developmental disability agencies, and parents to meet the needs of the secondary age student with disabilities in planning transition to adult life.

  Copies obtained from:

  University of Washington
  Child Development and Mental Retardation Center
  WJ 10
  Seattle, WA 98195
  (206) 543-2100

* Kallembach, S. C. (1989, January) Resources to Facilitate the Transition of Learners with Special Needs From School to Work or Post Secondary Education. University of Illinois: Technical Assistance to Special Populations Program (TASPP).

Resources and materials which pertain to transition issues (school to work) for youth and adults.

Copies obtained from:

NCRVE - Materials Distribution Service
WIU - 46 Horrabin Hall
Macomb, IL 61455
(309) 298-3382
(800) 637-7652

* Kelker, K. and Hogen, M. (1986) Parents and Transition: A Self Teaching Workbook. Billings, MT: Montana Center for Handicapped Children (MESH).

The workbook is intended to provide parents with information about transition. The book is designed for parents to use on their own or with other parents in workshops or parent support group meetings.

Copies obtained from:

Montana Center for Handicapped Children (MESH)
1500 North 39th
Billings, MT 59101-0298
(406) 657-2312

* Kusserow, R. (1984) A Program Inspection on Transition of Developmentally Disabled Young Adults from School to Adult Services. U.S. Department of Health and Human Services (1-20).

Discusses history and overview of transition issues, successful program models and various government supplements and what they fund as well as laws that relate to supported employment; i.e. SSI, Medicaid, Job Training Partnership Act, P.L. 94-142.

* Lehr, S. (1986) After School...Then What? Syracuse, NY: Center on Human Policy and Boston, MA: Federation for Children with Special Needs.

This manual, prepared for the Technical Assistance for Parent Programs (TAPP) Project, offers parents and young adults with disabilities, information and support as plans are made for transition into the adult world. The manual looks at the issues involved in transition; roles of parents, and what are the challenges and the successes. The appendix covers information on the various acts and amendments affecting vocational rehabilitation, vocational education, and supplemental security income (SSI). Some material in the appendix, particularly the laws, should be read with caution since changes have occurred since 1985. Parent organizations are granted permission to reproduce this publication in whole or in part. Please give full credit.

Copies obtained from:

Technical Assistance for Parent Programs (TAPP)
312 Stuart Street, Second Floor
Boston, MA 02116
(617) 482-2915

* Ludlow, B., Turnbull, A.P. and Luckasson, R. (1988) Transitions to Adult Life for People with Mental Retardation: Principles and Practices. Baltimore, MD: Paul H. Brookes Publishing Co.

This book offers a comprehensive perspective on current service systems and concepts of transition. Information includes identifying programming goals for independent living and for productive employment

Copies obtained from:

Paul H. Brookes Publishing Co.
P.O. Box 10624
Baltimore, MD 21285
1-800-638-3775

* Moon, M.S. and Everson, J.M. (1987) Transition Services for Young Adults with Severe Disabilities: Defining Professional and Parental Roles and Responsibilities. Journal of the Association for Persons with Severe Handicaps, 12(2), 87-95.

Article outlines "optimal" roles and responsibilities for parents and professionals in planning transition from school to adult life. Strategies for developing these roles in interagency and transdisciplinary teams are presented. Authors recommend that parents should be active, equal members of these teams.

* National Information Center for Children and Youth with Handicaps. (1988) Self Determination. Transition Summary, Number 5.

The focus of this issue of Transition Summary is to acquaint readers with issues of independence, self sufficiency, and self advocacy for persons with disabilities. The articles written by adults with disabilities offer parents guidelines, insights, and practical advice on helping their children with disabilities acquire some of the skills needed to live more independently as adults.

Copies obtained from:

Interstate Research Associates
National Information Center for Children
and Youth with Handicaps (NICHCY)
P.O. Box 1492
Washington, DC 20013
(800) 999-5599

* Wehman, P., Moon, M.S., Eversen, J.M., Wood, W., and Barcus, J.M. (1988) Transition from School to Work: New Challenges for Youth with Severe Disabilities. Baltimore, MD: Paul H. Brookes Publishing Co.

Discusses definition of transition and the U.S. Department of Education's view of transition. Describes the transition process with emphasis on the importance of interagency cooperation. Highlights include a chapter defining professional and parent roles and responsibilities and a chapter discussing transition activities in various states, e.g. Illinois, Florida, Indiana, and Virginia.

Copies obtained from:

Paul H. Brookes Publishing Co.
P.O. Box 10624
Baltimore, MD 21285
1-800-638-3775

* White, S. and Johnson, R. (1987) Index of Least Restrictive Employment: An Assessment of the Critical Dimensions in the Transition Process. Great Falls, MT: Great Falls Transition Project.

A vocational assessment index which focuses on areas of job security, opportunity for advancement, job satisfaction and integrated aspects of transition. The index can assist parents/families in looking at the quality of their son's or daughter's school vocational program.

Copies obtained from:

Great Falls Transition Project
2100 16th Ave. S.
Great Falls, MT 59405

RESOURCES ON FUTURES PLANNING

GENERAL INFORMATION ON PERSONAL FUTURES PLANNING

GENERAL INFORMATION ON PERSONAL FUTURES PLANNING

* Allen, W.T., Ph.D. (1989) Read My Lips - It's My Choice. St. Paul, MN: Governor's Planning Council on Developmental Disabilities.

Resource guide looks at five ways to increase choices for persons with developmental disabilities including, assessing needs, planning for services, evaluating services, understanding the service system, and self-advocacy. Various checklists and worksheets available in text to adapt for planning.

Copies obtained from:

Governor's Planning Council on Developmental Disabilities
State Planning Agency
300 Centennial Office Building
658 Cedar Street
St. Paul, MN 55155
(612) 296-4018
(612) 296-9952 (TDD)

* Mount, B., & Zwerik, K. It's Never Too Early, It's Never Too Late. St. Paul, MN: The Metropolitan Council.

This manual for personal futures planning emphasizes coordination of services based on input from an individual's family, friends and professionals. A personal profile characterized by a person's capabilities and strengths is the framework used to formulate goals and objectives and design services. This manual presents a "new way of thinking" about persons with disabilities. There is no charge but only up to 5 copies will be sent to an organization.

Copies obtained from:

The Metropolitan Council
Mears Park Center
230 East Fifth Street
St. Paul, MN 55101
(612) 291-6359

* Perske, R. (1988) Circle of Friends. Nashville, TN: Abington Press.

A collection of 34 short articles depicting individuals with disabilities in the community. Recommended for parents and professionals.

For more information:

Abington Press
201 8th Avenue South
P.O. Box 801
Nashville, TN 37202
(615) 749-6301

* Russell, M.L. (1983) Alternatives: A Family Guide to Legal and Financial Planning for the Disabled. Evanston, IL: First Publications, Inc.

Discusses basic elements of estate planning with emphasis on special needs of families with sons or daughters with developmental disabilities or physical disabilities.

Copies obtained from:

L. Mark Russell
First Publications, Inc.
P.O. Box 1832
Evanston, IL 60204
(312) 869-7210

* Turnbull, H.R., Turnbull, A.P., Bronicki, G.J., Summers, J.A., and Gordon, C.R. (1988) Disability and the Family: A Guide to Decisions for Adulthood. Baltimore, MD: Paul H. Brookes Publishing Co.

A comprehensive text in planning the future of sons and daughters with disabilities. The goal of planning as stated by the authors should be a high quality life that provides opportunities to live, work and play in the community, and to have meaningful personal relationships.

Copies obtained from:

Paul H. Brookes Publishing Co.
P.O. Box 10624
Baltimore, MD 21285
1-800-638-3775

APPENDIX

PARENT TRAINING RESOURCE LIST

DIRECTORY OF JOURNALS

BIBLIOGRAPHIC INFORMATION FORM

PARENT TRAINING RESOURCE LIST

** This is a partial listing of organizations which are developing or implementing parent training about supported employment.

Alaska

State Supported Employment Contact:

Russell Cusack
Division of Rehabilitation Services
State of Alaska
4100 Spenard
Anchorage, AK 99517
(907) 243-5600

Parent Training Contact;

Cynthia Bolivar
ARC Alaska (ARCA)
2111-A Arca Drive
Anchorage, AK 99508
(907) 277-6677

Arkansas

State Supported Employment Contact:

Director, Supported Employment Project
Division of Rehabilitation Services
720 West Third
Little Rock, AR 72201
(501) 371-1685

Parent Training Contact:

James N. Woods
*FOCUS, Inc.
2917 King Street, Suite C
Jonesboro, AR 72401
(501) 935-2750

This project individually meets with families about the options of supported employment. Offers networking opportunities for families. Works with parents to do job development and job coaching.

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*Parent Training and Information Centers (PTI's) are non-profit agencies funded by the Office of Special Education and Rehabilitative Services (OSERS) to provide training for parents and others about parents' rights and responsibilities under special education laws. The philosophy of these programs is based on parents training parents.

Arizona

State Supported Employment Contact:

Lenore Drake
Arizona Supported Employment Project
Rehabilitation Services Administration
1300 W. Washington Ave., Room 105
Phoenix, AZ 85007
(602) 255-3322

Parent Training Center Contact:

Mary Slaughter
*Pilot Parents, Inc.
2150 E. Highland Ave. #105
Phoenix, AZ 85016
(602) 468-3001

California

State Supported Employment Contact:

Margaret Lamb
Department of Rehabilitation
830 "K" Street, Room 320
Sacramento, CA 95814
(916) 323-0319

Parent Training Contact:

Dale Dutton
346 19th St.
Santa Monica, CA 90402
(213) 395-4866

This project offers workshops about supported employment for parents with a focus on awareness and individual advocacy. Program for training trainers is also available.

Colorado

State Supported Employment Contact:

Don St. Louis
Rocky Mountain Resource and Training Institute
3805 Marshall St., Suite 202
Wheatridge, CO 80033
(503) 420-2942

Colorado (cont.)

Parent Training Contact:

Judy Martz
*PEAK
6055 Lehman Drive, Suite 101
Colorado Springs, CO 80908
(719) 531-9400

This parent center offers workshops on transition with information on supported employment.

Connecticut

State Supported Employment Contact:

John Galliette
Division of Vocational Rehabilitation
600 Asylum Ave.
Hartford, CT 06105
(203) 566-2675

Parent Training Contact:

Jan Hine
*Connecticut Parent Advocacy Center
P.O. Box 579
East Lyme, CT 06333
(203) 739-3089

This parent center offers workshops about supported employment for parents. Focus is awareness.

Delaware

State Supported Employment Contact:

Barbara Bennett
Division of Vocational Rehabilitation
312 E. 11th St., 4th Floor
Delaware-Elwyn Building
Wilmington, DE 19801
(302) 571-3916

During 1986-87, this state project offered conferences about supported employment which included special sessions for parents and responded to individual calls from families.

Delaware (cont.)

Parent Training Contact:

Director
Delaware ARC
240 North James St., Tower Office Park
Wilmington, DE 19804
(302) 996-9400

This project began parent training about supported employment in Spring 1989.

Georgia

Parent Training Contact:

Vickie Polk
*Parents Educating Parents
Georgia ARC
1851 Ram Runway, Suite 102
College Park, GA 30337
(404) 761-2745

This project has information and materials available for parents about supported employment.

Illinois

State Supported Employment Contact:

Noelle Schofield
Department of Rehabilitation Services
P.O. 19429
623 E. Adams
Springfield, IL 62794-9429
(217) 524-6100

Parent Training Contact:

Bob Trammel
Illinois Department of Rehabilitative Services
SE Unit
622 East Washington, Third Floor
P.O. Box 19429
Springfield, IL 62794-9429
(217) 524-6100

Since 1986, this project has presented statewide conferences about supported employment which offer special sessions for parents. The focus is on awareness. In Spring 1989, the project began statewide workshops for families about supported employment.

Indiana

Parent Training Contact:

Judy Alderton
*Task Force on Education for the Handicapped, Inc.
833 Northside Boulevard
Building #1, Rear
South Bend, IN 46617
(219) 234-7101

This project presents workshops on transition with information on the supported employment option.

Kansas

State Supported Employment Contact:

Carolyn Bayliss
Department of Rehabilitation Services
2700 W. 6th Street, Second Floor
Biddle Building
Topeka, KS 66606
(913) 296-3911

Parent Training Contact:

*Tom Rose/Families Together
3715 W. 71st Terrace
Prairie Village, KS 66208
(913) 384-4810

Tom Rose, representing Families Together, Inc., a parent center in Topeka, Kansas began in Summer 1988 to present workshops focused on awareness.

Kentucky

State Supported Employment Contact:

Carol Hatfield
Project ASSET
Capital Plaza Tower
Ninth Floor
Frankfort, KY 40601
(502) 564-4618

Kentucky (cont.)

Parent Training Contact:

Paulette Logsdon
*Kentucky Special Parents Involvement Network (KY-SPIN)
318 West Kentucky St.
Louisville, KY 40203
(502) 589-5717

This project is developing materials for families about supported employment.

Louisiana

State Supported Employment Contact:

Jim Watts/Supported Employment Project Louisiana
Route 4, Box 1350
Lake Charles, LA 70612
(318) 855-2552

Since 1989 has presented transition workshops with information about supported employment. In Fall 1989 began to train trainers about supported employment.

Maryland

State Supported Employment Contact:

Bonnie Levy
Kennedy Institute
2911 E. Biddle Street
Baltimore, MD 20213
(301) 522-7500 Ext. 120

This project offers workshops for parents focused on awareness and individual advocacy.

Michigan

State Supported Employment Contact:

Pete Griswold
Rehabilitation Services/Supported Employment Project
P.O. Box 30010
Lansing, MI 48909
(517) 373-8597

Michigan (cont.)

Parent Training Center Contact:

Sally Lindsay
Michigan ARC
313 South Washington Square #310
Lansing, MI 48933
(616) 629-9238

This project offers workshops about supported employment for parents focused on awareness. They are developing an individual advocacy format.

Minnesota

State Supported Employment Contact:

Ed Boeve
Division of Rehabilitation Services
390 N. Robert St., Fifth Floor
St. Paul, MN 55101
(612) 297-1873

Parent Training Contact:

Cathleen Urbain
*PACER Center
4826 Chicago Ave. So.
Minneapolis, MN 55417-1055
(612) 827-2966 (Voice/TDD)

This parent center does statewide parent training about supported employment. Workshop formats focus on awareness and system change.

Mississippi

State Supported Employment Contact:

Mark Smith
Elaine Schaffer
Vocational Rehabilitation Division/MS
P.O. Box 1698
Jackson, MS 39215-1698
(601) 354-7339

Mississippi (cont.)

Parent Training Contact:

Ann Presley
*Association of Developmental Organizations of Mississippi
332 New Market Drive
Jackson, MS 39209
(601) 922-3210

This project will begin parent training in fall, 1990. They have information and materials available for parents about supported employment.

Montana

State Supported Employment Contact:

Mike Kelly
Montana Supported Employment Demonstration Project
Box 4210
Helena, MT 59604
(406) 444-1914

This project will begin to train parents about supported employment in 1990.

Parent Training Contact:

Katharin Kelker
*Parent Let's Unite for Kids
150 N. 30th Street
Billings, MT 59101
(406) 657-2055

This parent center is actively involved in parent training about transition. Supported employment information is included in transition workshops. They began parent training about supported employment in April, 1989.

New Hampshire

State Supported Employment Contact:

Rick McAllister
Division of Vocational Rehabilitation
101 Pleasant Street
Concord, NH 03301
(603) 271-3121

New Hampshire (cont.)

Parent Training Contact:

Judith Raskin
*Parent Information Center
155 Manchester Street
P.O. Box 1422
Concord, NH 03301
(603) 224-6299

This parent center does statewide training for parents about supported employment. Their focus is awareness.

New York

State Supported Employment Contact:

Doris Jamison
Office of Vocational Rehabilitation
99 Washington Ave., Room 1913
Albany, NY 12234
(518) 474-7575

Parent Training Contact:

Joan M. Watkins
*Parent Network Center
1443 Main Street
Buffalo, NY 14209
(716) 885-1004

This parent center is developing materials and training for parents about supported employment.

North Carolina

State Supported Employment Contact:

Jo Perkins
Director of Vocational Rehabilitation
P.O. Box 26053
Raleigh, NC 27611
(919) 733-3364

This projects sponsored a state-regional conference about supported employment for parents in October 1988 and September 1989.

North Dakota

State Supported Employment Contact:

Kenneth Van Beek
Supported Employment Program
1605 E. Capitol Ave.
Bismarck, ND 58501
(701) 224-3491

Parent Training Contact:

Kathryn Erickson
*Pathfinder Services of ND, Inc.
Arrowhead Shopping Center
16th Street and Second Avenue SW
Minot, ND 58701
(701) 852-9426

This is a newly formed parent training and information center. This project was involved in parent training on transition planning with information on supported employment.

Ohio

Parent Training Contact:

Debbie Wetzel
*SOC Information Center
106 Wellington Place
Suite LL
Cincinnati, OH 45219
(513) 381-2400

This parent center offers workshops for parents about transition, including information on supported employment.

Rosemary Todd
*Ohio Coalition for the Education of Handicapped Children
933 High Street, Suite 106
Worthington, OH 43085
(614) 431-1307

Oklahoma

State Supported Employment Contact:

Rebecca Eichhorn
Oklahoma Supported Employment Project
RS #24
2409 N. Kelley, 5th Floor Annex
Oklahoma City, OK 73125
(405) 424-4311 Ext. 2322

Parent Training Contact:

Connie Motsinger
*PRO-OKLAHOMA
1917 S. Harvard Ave.
Oklahoma City, OK 73128
(405) 681-9710

This parent center began awareness and individual advocacy training for parents in late fall, 1988.

Oregon

SEPT/TA State Supported Employment Contact:

Barbara Fagan-Brent
Oregon Supported Employment Project
Mental Health Division
2575 Bittern St., NE
Salem, OR 97310-0520
(503) 378-2004

Parent Training Contact:

Roz Slovic
Parents' Graduation Alliance
135 Education
University of Oregon
Eugene, OR 97403
(503) 686-5311

This project has been training parents about transition and supported employment since 1985.

Oregon (cont.)

Cheron Mayhall
*Oregon COPE Project
999 Locust St. NE, #42
Salem, OR 97303
(503) 373-7477

This parent center is developing workshops about supported employment. They presently include information on supported employment in transition training.

Pennsylvania

State Supported Employment Contact:

Vance Coover
Supported Employment Program
1320 Labor and Industry Building
7th and Forster Street.
Harrisburg, PA 17120
(717) 983-2314

Parent Training Contact:

Joseph Domaracki
University of Pittsburgh
School of Education
5H01 Forbes Quadrangle
Pittsburgh, PA 15260
(417) 648-7200

This project assists the individual providers of supported employment facilitate parent training about supported employment.

Janet Hogan
*Parents' Union for Public Schools
401 North Broad St., Room 916
Philadelphia, PA 19108
(215) 574-0337

This project is in the process of developing materials about supported employment.

R. Timm Vogelsberg, Ph.D
Developmental Disabilities Center
Temple University - Ritter Hall Annex
13th St. and Columbia Ave.
Philadelphia, PA 19122
(215) 787-6566

In May, 1989, this project had a state conference on supported employment and invited parents. A special session was held for parents during the main conference. Through Summer 1989 developed and conducted training to families in Pennsylvania.

Puerto Rico

Parent Training Contact:

Carmen Selles Villa
*Asociacion de Padres Pro Bienestar de Ninos Impedidos de P.R., Inc.
Box 21301
Rio Piedras, PR 00928-21301
(809) 765-0345
(809) 763-4665

This parent center offered a four-day country wide conference for parents about supported employment and transition in December 1988. Materials and information about supported employment are available in Spanish.

Utah

State Supported Employment Contact:

Cathy Chambless
Director of Rehabilitation Services
660 South 200 East, Suite 440
Salt Lake City, UT 84111
(801) 533-6999

Parent Training Contact:

Emilee Curtis
New Hats, Inc.
CVSR
P.O. Box 2509
Moab, UT 84532
(801) 259-6613

This project began training in 1986. Training focus is on awareness, individual advocacy and systems change. Project is also involved in training trainers.

Stevia Bowman
*Utah Parent Center
2290 East 4500 South, Suite 110
Salt Lake City, Utah 84117
(801) 272-1051

This project is developing materials about supported employment.

Vermont

State Supported Employment Contact:

Michell Beckley
Supported Employment Project
Department of Mental Health
103 S. Main Street
Waterburg, VT 05676
(802) 241-2721

Parent Training Contact:

Connie Curtin
*Vermont/ARC
37 Champlain Mill
Winooski, VT 05404
(802) 655-4016

This parent center presents workshops throughout Vermont. They started parent training about supported employment in 1986.

Virginia

State Supported Employment Contact:

Grant Revell
Department of Rehab Services
4901 Fitzhugh Ave.
Richmond, VA 23230
(804) 257-0279

Parent Training Contact:

Winifred Anderson
*Parent Education Advocacy Training Center (PEATC)
228 South Pitt St., Room 300
Alexandria, VA 22314
(703) 836-2953

This parent center began parent training about supported employment in 1985. They focus on supported employment opportunities. Program for training trainers is also available.

Washington

State Supported Employment Contact:

Lee Valenta
Washington Supported Employment Initiative
14900 Interurban Ave. S., Suite 265
Seattle, WA 98166
(206) 872-6348

Parent Training Contact:

Karen Blaine
*PAVE
6316 South 12th St.
Tacoma, WA 98465
(206) 565-2266

This parent center began to present awareness workshops for parents about supported employment in 1989.

Wisconsin

State Supported Employment Contact:

Susan Kidder
Department of Vocational Rehabilitation
P.O. Box 7852
Madison, WI 53707
(608) 267-7364

Parent Training Contact:

Stacy Graff
131 West Wilson Street
Suite 1000
Madison, WI 53707
(608) 267-3808

This project is working with a parent advisory committee to develop parent training about supported employment.

DIRECTORY OF JOURNALS

The following are names and addresses for journals used in the reference manual.

American Rehabilitation
U.S. Department of Rehabilitation Services Administration
U.S. Department of Education
Mary S. Switzer Building, Room 3212
330 "C" Street SW
Washington, D.C. 20202
(202) 732-1296

Career Development for Exceptional Individuals (CDEI)
The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091-1589
(703) 620-3660

Exceptional Children
The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091-1589
(703) 620-3660

Exceptional Parent
1170 Commonwealth Ave., Third Floor
Boston, MA 02134
(617) 536-8961

Journal of the Association for Persons with Severe Handicaps (JASH)
7010 Roosevelt Way, NE
Seattle, WA 28115
(206) 523-8446

Journal of Head Trauma Rehabilitation
Aspen Publishers
7201 McKinney Circle
Frederick, MD 21701
(800) 638-8437

Journal of Rehabilitation
National Rehabilitation Association
633 S. Washington St.
Alexandria, VA 22314
(703) 836-0850

Psychosocial Rehabilitation Journal
Boston University
Center for Psychiatric Rehabilitation
730 Commonwealth Ave.
Boston, MA 02215
(617) 353-3549

SUPPORTED EMPLOYMENT PARENT TRAINING TECHNICAL ASSISTANCE (SEPT/TA) PROJECT

A REFERENCE MANUAL FOR PARENT TRAINING ABOUT SUPPORTED EMPLOYMENT

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